

Lauren H. Bryant, PhD

2310 Stinson Drive

602G Poe Hall

Raleigh, NC 27695

Lauren_Bryant@ncsu.edu | www.thesmartlab.org

EDUCATION

- 2012 **PhD, Educational Psychology**
Virginia Tech
Dissertation: “Self-Theories of Intelligence and Rural Middle School Students:
Examining a Model of Achievement Motivation”
Committee: Brett D. Jones (Chair), Peter E. Doolittle, Thomas M. Sherman,
Kelly A. Parkes, & Jesse L. Wilkins
- 2009 **MA, Educational Psychology**
Virginia Tech
Advisor: Brett D. Jones
- 2006 **BS, Human Development**
Virginia Tech
Magna Cum Laude

EXPERIENCE

- 2013 – Present **Research Scholar | The College of Education**
Director of Innovation and Evaluation | The SMART Collaborative
North Carolina State University
<https://www.thesmartlab.org/>
- Co-founded and co-lead a ten-person research team of PhDs, graduate students, and undergraduate students to produce scholarship on the ways in which academic and social dimensions of schooling explain student motivation.
 - Co-PI of the *Developmentally Appropriate Strategies for Targeting Early Adolescents’ Motivation in STEM* project, a three-year NSF ITEST Strategies grant (\$1,011,821) where we partner with Durham Public Schools with the overarching aim of empowering students to substantively contribute to the social and physical spaces in which they live. We work to achieve this aim by engaging students in computer science and engineering activities that are relevant to who they are as human beings and to the needs of their families and communities.
 - Develop and implement a model for working with teachers that both a) brings motivation concepts to the classroom level through an iterative process that includes teachers as equal partners, and b) improves teachers’ abilities to use motivation concepts in an afterschool setting.

- Lead qualitative and quantitative analyses on changes in teachers' beliefs and practices regarding their use of Afrocentric motivationally supportive strategies in predominantly Black and Latinx middle schools.
- Manage collection, input, and analysis of student survey data using Qualtrics, Google Sheets, and SPSS.
- Manage collection, transcription, and analysis of qualitative data using NVivo.
- Co-manage budgeting and purchasing activities.
- Lead dissemination through journal articles, presentations and white papers.

2012 – 2018

Research Scholar | The Friday Institute
North Carolina State University

- Led evaluations on the statewide professional development provided under North Carolina's Race to the Top grant, on interactive library environments, and on student outcomes of Participate.com's Global Schools program.
- Led two-year, mixed methods social network study of a large, NSF MSP project team to understand how team dynamics, and the partnership with teachers, were impacting the team's efforts to scale an innovation in science education.
- Co-led the Human Capacity research arm of the North Carolina Digital Learning Plan.
- Used quantitative and qualitative methodologies to conduct research and evaluations. Collected, managed, and analyzed data. Presented findings through technical reports, white papers, journal articles, and conference presentations.
- Conducted an evaluation of VIF International programming in Houston Independent School District.
 - Conducted site visits, including observations, interviews, and focus groups, in six schools in HISD.
 - Analyzed interview and focus group transcripts for themes regarding teacher implementation of global content, project-based inquiry, and technology.
 - Wrote interim and final reports.

2012 – 2015

Co-Developer | Publications on ePortfolio: Archives of the Research Landscape
American Association of Colleges and Universities
<https://eportfolio.aacu.org/about/>

- Conducted research review of findings on the effectiveness of ePortfolio in education that highlighted the need for more research and on the lack of access to seminal pieces.
- Disseminated findings through journal article, presentations, and website.

2011 – 2012

Graduate Research Assistant | College of Agricultural and Life Sciences
Virginia Tech

- Conducted qualitative investigation on the use of and barriers to collaborative teaching in a university environment for the project *Transforming Agricultural and Life Science Education: Exploring the Role of Collaborative-based Curriculum and Instruction to Enhance Interdisciplinary Teaching and Learning*, funded by a CALS Integrated Internal Competitive Grants Program.

- Worked with six faculty members to develop a Qualtrics survey to explore the use and barriers to use of collaborative and interdisciplinary teaching methods on the Virginia Tech campus.
- Analyzed open-ended survey responses to develop focus group protocol.
- Co-conducted focus groups to explore Virginia Tech faculty's experience with interdisciplinary collaborative teaching.
- Analyzed focus group transcripts using Atlas.ti for themes emerging within a theoretical framework.
- Led manuscript development and submission to disseminate findings.

2010 – 2012 **Faculty Development Fellow | Center for Instructional Development and Ed Research**
Virginia Tech
<https://www.cider.vt.edu/>

- Co-chaired CIDER's Conference on Higher Education Pedagogy.
- Managed Thank-a-Teacher and Teacher of the Week programs.
- Co-developed the Self-Evaluation of Teaching program.
- Co-developed the Early Pedagogical Development Program.

2010 – 2011 **Research Assistant | Department of Engineering Education**
Virginia Tech

- Worked as a research assistant on the grant-funded project *A Mixed-Methods Study of the Effects of First-Year Project Pedagogies on the Retention and Career Plans of Women in Engineering*, (National Science Foundation, \$492,637).
- Collaborated with Georgia Tech faculty to recruit Georgia Tech biomedical engineering students for the quantitative survey phase of the project.

GRANT ACTIVITY

Gray, D. (PI), Bryant, L. (Co-PI), & Williams, B. (Co-PI). (2016). Developmentally appropriate strategies for targeting early adolescents' motivation in STEM. National Science Foundation, Innovative Technology Experiences for Students and Teachers (ITEST). \$1,011,821/3 years.

Gray, D., & Bryant, L. (2013). Developing the Pre-College Research Training Academy (ReTA): A Pipeline Mentoring Initiative. North Carolina State University, Office of the Provost through the Vice Provost for Institutional Equity & Diversity. \$3,000/1 year.

REFEREED PUBLICATIONS

Branon, S., Freeman, S., Bryant, L., Townsend, L., & Faber, M. (2018). The Students Discover Project: Partnerships and citizen science in North Carolina Classrooms. *Connected Science Learning*, 6(1). Available at http://csl.nsta.org/2018/04/the-students-discover-project/?utm_source=realmagnet&utm_medium=email&utm_term=CSL%20Issue%206%2C%20Part%201%3A%20STEM%20Learning%20Through%20Citizen%20Science%20Experiences&utm_campaign=CSL20180412Issue6Part1

- Bryant, L., Freeman, S., Daly, A., Liou, Y., & Branon, S. (2017). Making Sense: Unleashing Social Capital in Interdisciplinary Teams. *Journal of Professional Capital and Community*, 2(3), 118-133.
- Doolittle, P., Bryant, L., & Chittum, J. (2015). Effects of degree of segmentation and learner disposition on multimedia learning. *British Journal of Educational Technology*, 46(6), 1333-1343.
- Chittum, J., & Bryant, L. (2014). Reviewing to learn: Graduate student participation in the professional peer-review process to improve academic writing skills. *International Journal of Teaching and Learning in Higher Education*, 26(3), 473-484.
- Bryant, L., Niewolny, K., Clark, S., & Watson, C. E. (2014). Complicated spaces: Negotiating collaborative teaching and interdisciplinarity in higher education. *The Journal of Effective Teaching*, 14(2), 83-101.
- Bryant, L., Chittum, J. (2013) ePortfolio effectiveness: A(n ill-fated) search for empirical support. *International Journal of ePortfolio*, 3(2), 189-198.
- Jones, B., Epler, C., Mokri, P., Bryant, L., & Paretti, M. (2013). The effects of a collaborative problem-based learning experience on engineering students' motivation. *Interdisciplinary Journal of Problem-based Learning*, 7(2), 34-71.
- Jones, B. D., Bryant, L., Snyder, J., & Malone, D. (2012). Preservice teachers' implicit theories of intelligence. *Teacher Education Quarterly*, 39(2), 87-101.
- Bryant, L. (2011). Mixed method studies in educational research: A content analysis. *Journal of Research in Education*, 22(1), 82-98.
- Bryant, L. (2011). A re-examination of the argument against problem-based learning in the classroom. *Journal of Research in Education*, 21(2), 157-170.

EVALUATION AND TECHNICAL REPORTS

- Bryant, L. (2017). Participate Global Schools Impact Report. Raleigh, NC: Friday Institute for Educational Innovation, North Carolina State University.
- Bryant, L., & Freeman, S. (2017). Participate Global Schools: Building School and District Capacity to Develop Global-Ready Teachers and Students 2017 Research Report. Raleigh, NC: Friday Institute for Educational Innovation, North Carolina State University.
- Bryant, L., & Freeman, S. (2017). VIF Global Schools Collaboration Brief for VIF International/Participate. Raleigh, NC: Friday Institute for Educational Innovation, North Carolina State University.
- Bryant, L., & Freeman, S. (2016). VIF Global Schools Implementation Strategies and Challenges Mid-Year Report for VIF International/Participate. Raleigh, NC: Friday Institute for Educational Innovation, North Carolina State University.

- Bryant, L., & Kellogg, S. (2016). Houston ISD End of Year Evaluation Report for VIF International/Participate. Raleigh, NC: Friday Institute for Educational Innovation, North Carolina State University.
- Bryant, L., & Kellogg, S. (2016). Learning Center Lesson Review Brief for VIF International/Participate. Raleigh, NC: Friday Institute for Educational Innovation, North Carolina State University.
- Bryant, L., & Freeman, S. (2016). VIF Global Schools Collaboration Brief for VIF International/Participate. Raleigh, NC: Friday Institute for Educational Innovation, North Carolina State University.
- Bryant, L. (2016). NSF MSP Students Discover Scale Research Brief: Findings from the Y2-Y3 Social Network Analysis Study. Raleigh, NC: Friday Institute for Educational Innovation, North Carolina State University.
- Smart, A., Bryant, L., Kellogg, S., Corn, J., Weiss, S., Parker, B., Ramirez, A., & Walton, M. (2015). Fourth Annual Race to the Top Professional Development Evaluation Report. *Consortium for Educational Research and Evaluation – North Carolina*. Available at <http://cerenc.org/wp-content/uploads/2015/03/0-FINAL-Final-Annual-RttT-PD-Report-3-5-15.pdf>
- Smart, A., Bryant, L., Kellogg, S., Corn, J., Walton, M., Weiss, S., Parker, P., Patel, R., & Maxfield, J. (2014). Third annual Race to the Top Professional Development Evaluation Report. *Consortium for Educational Research and Evaluation – North Carolina*. Available at http://cerenc.org/wp-content/uploads/2011/11/FINAL_DLP-2012-13-Evaluation-Report-11-7-13.pdf
- Corn, J., Bryant, L., Maxfield, J., Walton, M., Patel, R., Weiss, S., Parker, B., & Kellogg, S. (2013). Second annual Race to the Top evaluation report: Statewide face-to-face professional development formative evaluation. *Consortium for Educational Research and Evaluation – North Carolina*. Available at http://cerenc.org/wp-content/uploads/2011/11/2nd-Annual-PD-Report_statewide_02-01-13.pdf
- Corn, J., Smart, A., Bryant, L., Maxfield, J., Walton, M., Patel, R., Pilzer Weiss, S., Parker, B., & Kellogg, S. (2013). Second annual Race to the Top evaluation report: Local outcomes baseline study. *Consortium for Educational Research and Evaluation – North Carolina*. Available at http://cerenc.org/wp-content/uploads/2011/11/2nd-Annual-PD-Report_local-outcomes_02-01-13.pdf

WHITE PAPERS

- Bryant, L. The Friday Institute for Educational Innovation (2018). *Subverting chaos: Nurturing social capital on large project teams*. Raleigh, NC; The Friday Institute for Educational Innovation, North Carolina State University. Available at: <https://eval.fi.ncsu.edu/wp-content/uploads/2018/02/bryant-subverting-chaos-2.pdf>
- Bryant, L., Gray, D., Brown, J., Truitt-Martin, S., Ali, J., & Rodriguez, S. (In Preparation). *The power of researching together: Creating meaningful school-university partnerships*. Raleigh, NC; The College of Education at North Carolina State University.

BOOK CHAPTERS

Gray, D., Hill, L., Bryant, L., Wornoff, J., Johnson, O., & Jackson, L. (2017). Examining associations between fitting in at school and heart rate variability among inner-city, African American students. In J. DeCuir-Gunby & P. Schutz (Eds.), *Researching race and ethnicity in the study of teaching, learning, and motivation in educational contexts*. New York, NY: Routledge.

PRESENTATIONS

Wornoff, J., Gray, D., Hill, L., & Bryant, L. (2016). Fitting in and standing out at school predicts adaptive cardiovascular patterns among college students. Poster presented at the annual convention of the American Psychological Association, Denver, CO.

Bryant, L. (2016). The next generation of applied motivation research: a utilization-focused approach to motivation research. Paper presented at the 2016 annual meeting of the American Educational Research Association, Washington, DC.

Gray, D., Leak, M., Lawson, A., Achin, D., Wornoff, J., & Bryant, L. (2016). Considering scholarship as public knowledge: An agenda for educating a diverse public. Poster presented at the 2016 annual meeting of the American Educational Research Association, Washington, DC.

Gray, D., Allen, K., Jackson, L., Hill, L., & Bryant, L. (2016). What else should we know about school belonging? Conceptual, methodological, and population considerations. Presented at the 2016 annual meeting of the American Educational Research Association, Washington, DC.

Freeman, S., Corn, J., Bryant, L., & Faber, M. (2015). Applying a scale research framework to an NSF Math Science Partnership Grant. Presented at the national conference for the National Center on Scaling Up Effective Schools, Nashville, TN.

Gray, D., Hill, L., Wornoff, J., Bryant, L., Jackson, L., & Johnson, O. (2015). Is fitting in at school always good? Gender differences in cardiovascular activity among African-American adolescents. Presented at the 2015 annual meeting of the American Educational Research Association, Chicago, IL.

Kellogg, S., Smart, A., Pilzer Weiss, S., Bryant, L., Hawley, J., & Lorion, R. (2015). Assessing the impact of Race to the Top: A multi-state perspective on lessons learned. Presented at the 2015 annual meeting of the American Educational Research Association, Chicago, IL.

Chittum, J. R., Woodyard, J. M., & Bryant, L. H. (2015, February). *ePortfolio: Introducing a web-based tool for accessing and utilizing the scholarly evidence*. Paper presented at the annual Conference on Higher Education Pedagogy, Blacksburg, VA.

Chittum, J. R., Woodyard, J. M., & Bryant, L. H. (2015, January). *ePortfolio effectiveness: A tool for accessing and utilizing the evidence*. Paper presented at the annual meeting of the American Association of Colleges & Universities, Forum on Digital Learning and E-Portfolios, Washington, DC.

Bryant, L., & Smart, A. (2014). Looking back on Year One: Teachers' and principals' perspectives on the Common Core after a year of implementation. Poster presented at the annual meeting of the American Educational Research Association, Philadelphia, PA.

- Chittum, J., & Bryant, L. (2014). ePortfolio effectiveness: A conversation on accessing the evidence. Session presented at the 2014 Conference on Higher Education Pedagogy, Blacksburg, VA.
- Bryant, L., Walton, M., & Stewart, Y. (2013). Altogether now: Preparing North Carolina educators for the Common Core Standards. Poster presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Bryant, L., Jones, B., & Wilkins, J. (2013). Rural middle school students' beliefs about science ability: Examining a network of motivational variables. Poster presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Bryant, L., & Chittum, J. (2013). Popularity vs. pedagogy: What do we know about ePortfolio? Paper presented at the 2013 Conference on Higher Education Pedagogy, Blacksburg, VA.
- Corn, J., Smart, A., Bryant, L., & Kellogg, S. (2012). North Carolina Race to the Top: An ecological evaluation of professional development. Paper presented at the 2012 Learning Forward Conference, Boston, MA.
- Chittum, J., & Bryant, L. (2012). Reviewing to learn: Can critiquing peer-review manuscripts improve graduate student academic writing skills? Paper presented at the 2011 Eastern Educational Research Association Annual Conference, Hilton Head, SC.
- Bryant, L., Broyles, T., Niewolny, K., Clark, S., Drezek McConnell, K., Watson, E., & Doolittle, P. (2012). Collaborative Teaching at a Large Research University: Obstacles and Opportunities. Paper presented at the 2012 Conference on Higher Education Pedagogy in Blacksburg, VA.
- Burrows, T., Ruff, C., & Bryant, L. (2012). Evaluating Educational Programs: Framing and Pinpointing the Guiding Questions. Paper presented at the 2012 Conference on Higher Education Pedagogy in Blacksburg, VA.
- Ruff, C., Burrows, T., & Bryant, L. (2012). Dialogue of Practices and Pitfalls in Common Reading Program Assessments. Paper presented at the 31st Annual Conference on The First-Year Experience in San Antonio, TX.
- Broyles, T., Clark, S., Niewolny, K., Watson, E., Doolittle, P., Bryant, L., & Grace, P. (2011). *CT: The Good, the Bad, and the Ugly?* Paper presented at the 2011 Lilly Conference on College and University Teaching in Bethesda, MD.
- Jones, B. D., Bryant, L., Epler, C., Mokri, P., & Paretti, M. C. (2011, May). *Engineering students' engagement in a problem-based learning project*. Poster presented at the annual meeting of the Society for the Study of Motivation, Washington, DC.
- Jones, B. D., Bryant, L. H., Snyder, J. D., & Malone, D. (2011, April). *Intelligence beliefs of preservice and inservice teachers*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Bryant, L. (2009, February). *High school graduation exams and state drop-out rates: determining the existence of a positive correlation*. Paper presented at the 2009 Eastern Educational Research Association Annual Conference, Sarasota, FL.

Bryant, L. (2009, February). *Understanding educational psychology research*. Paper presented at the 2009 Eastern Educational Research Association Annual Conference, Sarasota, FL.

RECOGNITION AND SERVICE

Bryant, L. (2016, January). [Review of the book *Rethinking value-added models in education: Critical perspectives on tests and assessment-based accountability* by A. Amrein-Beardsley]. *Teachers College Record*. Available at <http://www.tcrecord.org/content.asp?contentid=19300>

(2010 – 2015) Associate Editor, *International Journal of Teaching and Learning in Higher Education*

2011 Outstanding Student in Educational Psychology, School of Education, Virginia Tech

TEACHING EXPERIENCE AND GUEST LECTURES

- | | |
|-------------|--|
| Spring 2014 | Hillside High School, Durham, North Carolina
Facilitator, <i>iScholar Research Training Workshops</i> <ul style="list-style-type: none">• Sophomore level workshops designed to improve students' understanding and application of quantitative and qualitative research and generate student interest in STEM fields |
| Spring 2014 | NC State, Raleigh, North Carolina
Guest Instructor, <i>Educational Psychology</i> <ul style="list-style-type: none">• Undergraduate level course on the principles of educational psychology• Taught lesson on assessment and accountability in the state of North Carolina |
| Fall 2013 | NC State, Raleigh, North Carolina
Guest Instructor, <i>Educational Psychology</i> <ul style="list-style-type: none">• Undergraduate level course on the principles of educational psychology• Taught lesson on assessment and accountability in the state of North Carolina |
| Spring 2011 | Virginia Tech, Blacksburg, Virginia
Co-Instructor, <i>College Teaching</i> <ul style="list-style-type: none">• Graduate-level course on higher education pedagogy• Worked collaboratively with two other instructors to develop course assessments and lesson plans• Collaboratively implemented instructional time |
| Spring 2011 | Virginia Tech, Blacksburg, Virginia
Co-Instructor, <i>Psychological Foundations of Education</i> <ul style="list-style-type: none">• Undergraduate-level course on the foundational principles of educational psychology; instructional time was collaboratively implemented• Developed course assessments and lessons plans as a collaborative effort with one other instructor |

PROFESSIONAL AFFILIATIONS

American Educational Research Association

Learning Forward

Society for the Study of Motivation

Eastern Educational Research Association

RESEARCH EXPERIENCE

- | | |
|-------------------------|--|
| Quantitative
Methods | <ul style="list-style-type: none">• Forced-entry multiple regression (continuous and categorical variables)• Social Network Analysis (UCINET and Netdraw)• Hierarchical & stepwise regression• Logistic regression• Data cleaning• Independent samples t-test• Instrument development and validation• Structural equation modeling• Confirmatory and exploratory factor analysis• Mediation analysis• SPSS, jMetrik, Winsteps, Qualtrics |
| Qualitative
Methods | <ul style="list-style-type: none">• Semi-structured interviews• Focus groups• Coding & developing categories in large data sets• Field observations• Atlas.ti |